TESOL Hawai'i

The Word

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In This Issue:

Submission to *The Word*

Topics

I welcome any topic which would be of interest to HITESOL members or ESL professionals in Hawaiʻi. We are interested in, for example: recommended Internet sites (or a tech type column), book reviews, a grad student's perspective, field trips/learning outside the classroom, reports from members working overseas, content-based teaching ideas, using video and music in the classroom, online teaching, CALL, a "gripes" column, DOE news/concerns, K-12 news, neighbor island news, applying theory to practice, interview with someone in the field, blended learning, and other topics. This list is by no means exhaustive. Please feel free to send any article about these topics or others that you consider interesting to ESL educators in Hawaiʻi. (You do not have to be a member of HITESOL to submit an article).

Format & Style

Articles should be no more than 4 pages, double-spaced, Times New Roman font, 12 point, attached as an MS Word document. Accompanying photos or clip art are optional but welcome. Please also include a short biography statement about the author (email address optional). In general, articles are written in a fairly informal, non-scholarly style. Please refer to previous issues of *The Word* to get a sense of the types of articles which appear in the newsletter, or contact the editor with questions.

Submission Deadlines

You can send an article to me at any time and it will appear in the next issue of *The Word*. Please note that the deadline for submissions will be posted on the web site regarding the up coming issue.

Please submit the articles via E-mail to Lisa Kawai at <lkawai@hpu.edu>.

I look forward to receiving your submissions.

Lisa Kawai, Editor of *The Word*

Keep up to date with HITESOL online at hawaiitesol.wildapricot.org

See you all in September for the Annual Social and for the next issue of The Word.

Hawaiʻi Teachers of English to Speakers of Other Languages, the local affiliate of TESOL, is a nonprofit organization dedicated to building a community of professionals teaching English as a Second Language (ESL) in the state of Hawaiʻi.

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If you are interested in becoming an executive committee member, please go to the HITESOL website to see what opportunities are available and contact Tony Silva at <silvaa@hawaii.edu>. The committee is happy to hear from interested people and to welcome new members on board.

Forming Learners' Metacognitive Strategies for Successful Language Learning

By Do Na Chi

A noteworthy issue that has been extensively researched in language education is metacognitive strategies which are vital for learners' success in language learning. Researchers such as Anderson (2002), Rahimi and Katal (2012), Sun (2013), and Tanner (2012) define metacognition as an individual's awareness of what to do to achieve goals. They also emphasize that it helps learners plan, monitor, implement, and evaluate their learning process. In this paper, I focus on Anderson's (2002) and Tanner's (2012) ideas for analyses and suggestions on how to form learners' metacognitive strategies for successful language learning.

Anderson (2002) highly recommends that the very first point that teachers need to keep in mind is making the learning goals or expected outcomes explicit to learners. This requirement is proposed because if learners would like to make plans for their learning and to evaluate how well they have been doing in the learning process, they should know what they need to or are expected to gain. Referring to my teaching experience, I always provide my learners with a detailed syllabus at the beginning of the course and spend the first session introducing the course objectives, contents, and assessment. A syllabus is distributed so that learners can discuss with their peers and question how to acquire the knowledge in the course and successfully complete the course requirements. Even at this very initial stage, learners should have an overview of what they are going to encounter and need to fulfil during the course. This is also gives me a chance to hear their opinions and to suggest further support or advice.

In addition to the goals, teachers should also introduce or even *teach* learners strategies to achieve the course objectives. As suggested by Tanner (2012), *pre-assessment* on the topic that learners are currently studying is necessary to assess the gap between what learners have already acquired and what they still need to learn. Teachers are highly encouraged to provide learners with activities or questions related to the to-be-taught lessons in order to determine how much the students know about that topic and to promote students' collaboration. Since discussions and team work are usually employed, students can share and mentor each other first before the teacher jumps in to provide more extensive information.

Following the pre-assessment, Anderson (2002) advises teachers to provide a variety of strategies and, more importantly, *to explain* how those strategies work in different situations to help learners acquire new knowledge. Taking Anderson's (2002) example of word analysis, teachers instruct learners in identifying the meaning of the prefix "*un*" from familiar words (e.g. *un*happy, *un*lucky). With these examples, they will be able to figure out the meaning of new words containing *"un"* such as *un*forgettable, *un*important. Consequently, they will form the strategy of analyzing word structure for meaning when facing unknown words.

Following the teacher's instructions, learners need to be able to implement those strategies through frequent practice and determine whether their learning strategies are effective. In other words, learners need to refer to the goals that they hope to achieve and examine the effectiveness of the currently strategies in achieving these goals. In doing so, teachers should assign numerous tasks to help reinforce the strategies thus, informing both the teachers and learners of the efficiency of those strategies. Anderson (2002) considered this as *monitoring* and *evaluating* the strategies. Tanner (2012) further suggested *retrospective post-assessments*, stating that learners should be able to identify the changes in their knowledge *before* and *after* those strategies are implemented. If they can realize the acquisition of knowledge, the effectiveness of the strategies is confirmed, otherwise, they will need to seek help from teacher and peers. In my own view, discussions between the teacher and learners and among learners themselves on the strategies support making changes in the way that those strategies are used for the best learning outcomes.

In conclusion, it is obvious that metacognitive strategies can empower learners for successful language learning. Teachers need to be aware of this to help learners form and reinforce the use of strategies as well as helping them assess their learning process.

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Linguistic Landscape as a Tool in Teaching English as a Second or Foreign Language

By Francisco Perlas Dumanig

Linguistic landscape (LL) is defined as the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings. These combine to form the LL of a given territory, region, or urban agglomeration (Landry, & Bourhis, 1997, p. 25). It provides a scene in which the public space is symbolically constructed (Shohamy, & Gorter, 2008) and indicates what languages are locally relevant, or give evidence of what languages are becoming locally relevant (Kasanga, 2012). The linguistic landscape of a community or a society reflects the language of the people, their identity, and their cultural practices.

Road signs and other linguistic landscape items provide an easy, and visually clear way to promote language and culture. At the same time, they also provide excellent authentic material for language learning in 'real life' situations and offer more about the culture of a place. In fact, many studies on linguistic landscape use photographs of public signs as a means of understanding the multilingual and multi-literate sociolinguistic ecology of a place (Spolsky, 2009). Findings reveal that the languages used on the streets, in the shops, and in the billboard, advertisements are useful in enhancing the learning of a second or foreign language. These can also be used as tools in language teaching, providing opportunities for learning another language within the immediate community making learning easy and convenient. Using LL as a tool may prove that language learning materials are not only found within the four corners of the classroom, but much are available outside. Such language learning materials are more authentic, practical, and familiar to the learners. Many studies have argued that LL helps in learning a second or foreign language. In a study conducted by Chesnut, Lee, and Shulte (2013), they concluded that linguistic landscape created more impact in the learning of English in Korea, and it developed the students' intercultural

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communicative skills.

While linguistic landscape research has continued to expand and explore how languages are being displayed in many places around the world, scholars have further investigated how to use the linguistic landscape research to enhance the pedagogical approaches in language learning and teaching (Cenoz, & Gorter, 2008; Rowland, 2012; Sayer, 2010; Thornbury, 2012). This was evident in a study conducted by Thornbury (2012) who required the learners to engage in a simplified analysis of the languages used in the local linguistic landscape. Allowing the learners to explore the LL in their own community suggested that language learning is not beyond the reach of English language learners. It serves as an educational tool that is useful for some authentic literacy activities, allowing extended learning beyond the classroom and linking learners' lives in school to their own community (Bradshaw, 2014, p. 160). Similarly, Cenoz and Gorter (2008) claimed that there are benefits to exploring the linguistic landscape, which effect five possible areas of learning, including incidental learning, pragmatic competence, multimodal literacy skills, multicompetence, and the symbolic and emotional power of language.

Furthermore, Sayer (2010) argued that using the linguistic landscape as a pedagogical resource is like a real-world experience for learners. He said that

> *as an EFL teacher, I often struggle to find ways to connect the content of my language lessons in the classroom to the real-world students encounter outside the classroom. We know that exposure and practice are two essential elements for L2 acquisition; however, in most EFL settings throughout the world, students' opportunities for exposure and practice beyond the classroom walls are limited. (p. 143)*

In places where English is not widely spoken, it is an opportunity for learners to continuously interact through the linguistic landscape of their own community.

In Oman, Dumanig (2016) conducted a study on the use of linguistic landscape in teaching English as a foreign language, and he argued that it helps students to improve their vocabulary in English, correct their spelling, enhance their correct usage of the English language, and develop their familiarity of English words.

Several studies have shown that the use of linguistic landscape in teaching English as a second or foreign language provides the language teachers and learners with more ideas on how to conveniently learn and teach the language within their reach. Moreover, integrating the linguistic landscape and language teaching can be an explicit and practical teaching approach. It also encourages the learners and teachers to become aware of their surroundings and the environmental prints that they see daily. Therefore, it can be a functional tool in language teaching and learning since it exposes the learners on the actual use of the language.

Through the linguistic landscape, second and foreign language learners are able to extend their learning experience outside the classroom particularly in places where English is not widely spoken. In this case, learning does not end in the classroom, but it continues outside. To fully use the linguistic landscape, there is a need to encourage and motivate teachers to make use of the environmental prints within their community as a tool in teaching English as a second or foreign language. Providing proper trainings and seminar workshops to the English language teachers should also be done in order to fully guide them in how to use the linguistic landscape as a tool in teaching.

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Linguistic Landscape as a Tool . . . (continued)

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Collaboration in IDEA and ELL

By Jana Moore and Trudy Moore

In many K-12 educational settings, students are identified by their needs and abilities. For example, a typical classification might be: regular/mainstream, gifted/honors, IDEAs, and ELLs. While classifying students may help teachers to diversify their lessons, this can become tricky if students are given more than one more label. What if a student is labeled under IDEA (Individual with Disability Education Act) as having a learning disability, and ELL (English language learner)? In this case, what type of curriculum and supports should the student expect to encounter? Which department should set this curriculum? These dual-identified students are often given help and support from only one department, Special Education, whereas what is really needed is for both departments to come together. And while by law this is what should be happening, in reality it can be difficult to have different departments working together unless everyone understands their different roles and puts the welfare of the student first. This paper explores the collaboration process that is being developed in a high school to address the learning needs of dual-identified students and what this process looks like on a daily basis.

The first step in the collaboration process is understanding why it is necessary. Being a dual-needs student means that there are two sets of needs that must be addressed in the school curriculum: learning differences and language learning. Addressing just one side (Special Education) or the other (language learning) hinders the learning process for the student because the whole student is not being serviced. Although on the surface the difference between a learning disorder (LD) and difficulty with language learning may appear similar, in fact, the two are distinct.

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Collaboration in IDEA and ELL . . . (continued)

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Children with genuine LDs in reading have intrinsic learning difficulties or differences, often related to problems in phonological processing that impact their word identification skills. ELLs usually can learn to read normally in their native language, but they lack sufficient exposure to both spoken and written English, which can adversely affect their development of English literacy. (Spear-Swerling, 2006, ¶ 1)

This difference between phonological processing and just not knowing the language, unfortunately, is oftentimes clustered together as one problem when it is actually two distinct things.

Identifying a student that is both IDEA and ELL is the responsibility of two different departments. On the one hand, the Special Education department, especially the care coordinator or teacher responsible for constructing the I.E.P. for the student, should be able to see that the student is also a language learner by reading through the complete list of supports offered to the student. At the same time, the ELL Coordinator, Department Chair, or person responsible for the ELL population should also be able to see that the student is IDEA, again through a thorough reading of the student's file. It is at this stage that the collaboration process should begin, down to determining which classes the student will take and which supports to receive.

The determination of classes and supports for the student should be on an individualized basis as it will depend on the language scores for the student as well as the type of learning disability. Teachers must gather as much information as possible about the student and talk together to try to get the whole picture of the student. How much English does this student know? What problems does the student have with learning? If the student is new and has not yet made friends, where might the student be the most successful in picking up the routines of the school and getting into a good rhythm for learning? Seating preference, class size, and even the type of teaching style all need to be considered when determining classes. According to the law, the student needs to be placed in classes or a monitoring system that will address both the IDEA and the ELL aspect of their learning. One need does not outweigh or trump another (Hoover & Patton, 2017). Therefore, this student's program schedule might end up being a hybrid of classes and supports that are both within the Special Education department as well as the ELL department.

Monitoring the progress of the student is another important aspect to this process. Once a student has been placed in classes, the work has only just begun. All teachers that are exposed to this student should be checking in with both the care coordinator for the student, as well as the ELL coordinator. Regular check-ins and progress reports can take the form of quick conversations and emails, or more formal meetings. By checking in with each other, teachers can begin to see whether struggles are occurring due to the learning disability and which are due to language development. This, in turn, allows teachers to differentiate their lessons as needed. If, however, teachers are not talking to each other about their students, it is possible to misdiagnose a classroom struggle. If a student is struggling, the teacher might believe it is a language issue when in fact it is due to the learning disability or vice versa. Continuing to address the wrong issue does not help the student improve, but rather can lead to frustration and a loss in motivation in the student.

As more students become identified as requiring the services of ELL and Special Education, teachers will have to increase collaboration to determine and deliver appropriate services and curriculum. While needs may be present in a similar way, school teams should ensure that students with language differences are appropriately diagnosed to create the most effective learning environment. True collaboration between teachers and among teams of service providers is essential to effective learning for our diverse students.

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Applying Theory to Practice:

Tips for Setting Up Activities and Giving Clear Instructions

By Elisabet Chew

One challenge that many teachers face in the ESL classroom, especially new teachers or teachers working with lower proficiency levels for the first time, is how to give clear instructions. Most, if not all, teachers have experienced that moment of frustration and defeat when you start an activity and the students have no idea what to do, even though you just spent 10 minutes explaining the activity and asking if students understand. Or, when you ask your students to do something, such as open their books to a specific page, but nothing happens, or they go to the wrong page or the wrong book. Issues with understanding instructions tend to lead to a lot of wasted class time over the course of the semester that could have been spent practicing. Here are six tips that I've found helpful in minimizing time spent on repeating instructions.

Tip 1: Teach instructional vocabulary at the beginning of the semester.

Your students may or may not come to your class preloaded with English vocabulary related to classroom activity instructions. If they don't, then make sure to teach it (provide a list of phrases and vocabulary words that they can add to throughout the semester). If they do know a little, a refresher on how you are going to use those words in the classroom can't hurt. It has been my experience that, most of the time, it's not that the students aren't listening; it's that they don't know the words you're using in the context you're using them in. Instructional vocabulary can include words related to seating arrangements (tango-seating, inside-outside circles, cocktail party, facing, next to, etc.); homework assignments (submit, due date, upload, etc.); numbers (first, then, odds, evens, etc.); and basic instructions (answer questions..., open your book, turn to page, work with a partner, write your name, etc.).

Tip 2: Write it down somewhere visible.

If you're using a textbook and you know what pages and exercises you'll be doing, make sure to write it down somewhere visible to the students and try to write it in the same place every day. When you write information down in the same place every day, you'll notice that it not only keeps your students who may have zone-outs on track, but it also keeps you on track. If the students know where to look for the information, after the first week or so, they'll stop asking you questions about what page they're on and just look at the board.

If you have activity instructions—especially long ones—have a slide or handout with the instructions written down, as simply as you can for lower proficiency students. Instructions give the students a place they can look for information when they forget what to do next. If you have an activity that you do a lot or a seating arrangement that you do a lot, name it the first time you use it and use the same name for every successive time you use it after that. I also recommend having some kind of visual if it is hard to explain (such as speed dating circles). Visuals make setting up go a lot quicker.

Tip 3: Model it.

Sometimes, no amount of explaining can get through to your students, so a concrete demonstration is best. In cases related to instructional phrases, such as "open your books" or "turn to a partner," at least at the beginning of the semester often the easiest way is to do the action as you say it. Combining instructional phrases with actions allows students with lower listening proficiency to catch on quicker.

If you're doing an activity that requires movement or has multiple steps, there are several ways you can model it. First, you can "model as you go": meaning you demonstrate each step as you explain it. Second, you can have a brave student come model it with you after you've finished explaining. Third, you can have a

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pair or group of brave students model it. I prefer a combination of the first and third options. Having a pair or group of students modeling the activity before you start it serves two purposes: first, it allows the other students to see what you want them to do and confirm their own understanding; second, it allows you to check that the students who are modeling actually do understand what they're supposed to do.

Tip 4: Ask specific, concrete questions, not open-ended ones. When you've finished explaining an activity and want to check if your students understand before moving on, I've found that it's best to avoid asking open-ended questions such as "does everyone understand" or "any questions." The chances are, your students are going to nod or say "yes" but have no idea what to do when the activity starts. Instead, ask concrete questions like "what are you going to do first?" or "what should you when after you finish...?" or have students explain in their own words what they're supposed to do. This may seem a little babyish, but it allows students and you to confirm their understanding of the instructions.

Tip 5: Assign partners/groups/roles. If you have an activity that requires students to assume a role (A or B) or work with a partner or group, assign the roles. Making assignments saves time and prevents confusion at the beginning of the activity. Sometimes it's helpful to assign roles before you start explaining the activity so that the students can pay attention to the instructions for their particular role. I've also found it helpful to assign spots in the room where each group can gather.

Tip 6: Move last and set time limits. If you have an activity that requires students to move, have them move after the explaining and modeling are done. Most of the time, when you have students move first there are three fatal drawbacks: 1) it takes forever; 2) they may sit facing away from you; and 3) they now have a new partner to chat with. When you do get around to having them move, it can still take forever, so setting a concrete time limit (30 seconds or so, depending on how much set up is needed) really cuts down on wasted time.

About the Author: Elisabet Chew is a second-year graduate student in the Brigham Young University MA TESOL program. She has taught students of diverse ages, proficiencies, and cultural and linguistic backgrounds. She is interested in teacher pedagogy, novice and volunteer teacher training, grammar and pronunciation instruction, novice-level ESL, curriculum and materials design, and technology in the classroom.

English Only?! Another Perspective

By Dre Childs

Over the past two decades, English as a Second Language (ESL) curriculum has popularly been aligned with the direct method both in the U.S. and abroad. Foreign language learning (EFL) has, for the most part, embraced this theory as well. However, is the direct method the most effective in terms of beginners and advanced L2 learners?

There are three widely-recognized methods of teaching a language:

- The Grammar-Translation Method
- The Direct Method
- The Bilingual Method

The grammar-translation method originated with the classical approach to teaching Latin and ancient Greek. Lessons are given in the student's native language (L1) and translated into the target language (L2). The most popular method for teaching a second language is the direct method, where the L2 is solely utilized and the student learns through discovery (i.e., role play and inductive approach). The bilingual method was developed in the 1960s and was a derivative of the direct method, but integrates presentation, practice and production. It advocates the use of the L1 in the learning of the L2 and has a strong emphasis on speaking skills.

All of these methods have the goal of students becoming fully bilingual (or multilingual). However, the instructors may not be bilingual themselves. In learning more about which teaching method is most effective, I spoke with Joe Rodgers, a Foreign Language Specialist who has worked for the United Nations, the U.S. State Department, the Library of Congress, the CIA, and other military intelligence agencies.

Mr. Rodgers graduated from Columbia University and is fluent in Spanish, French, Russian, German, Polish, and Portuguese. He is experienced and skilled has a mix of passion for learning and teaching, and has worked with scientists, peacemakers, ambassadors, and presidents. As a polyglot who has been stationed all over the world, Mr. Rodgers has been both a translator (written) and an interpreter (spoken).

In our conversation Mr. Rodgers highlighted the need for the bilingual method in teaching due to his experience teaching English classes for refugee agencies in Connecticut. He feels that these agencies have more importance to individuals than just providing instruction to students because they also instill the importance of what works for both learners and teachers. Most of the refugees that he worked with were from Eastern Europe and some were from Sub-Saharan Africa, the Congo and the Middle East, countries in which the students acquired little or no English.

He stated that direct method English courses were useful and necessary for intermediate L2 learners, however, were less helpful to low-level students. At the refugee agencies, he had to figure out the quickest way to help them understand English and be able start working. His solution was to incorporate bilingual textbooks and online resources into his classes, and these proved to be successful language learning tools for these students.

He pointed out that using the bilingual method is the most useful for L2 learners at their beginning stages and that it is better to have the L2 language text on one side and the student's mother language text on the other. Mr. Rodgers feels that the learning is more instantaneous than it is when a teacher just instructs in the target language. In addition, he pointed out that for advanced, business or specialty needs, people need to have a lot clarified in their own language L1; thus, with this method, there is no room for doubt.

In terms of advanced L2 learning, the concept of bilingual method is critical in order to make sure that all is clear in terms of high risk topics such as diplomatic negotiation. Mr. Rodgers adapted this vital skill set while working for the CIA and UN as an interpreter. This profession incorporates all languages together in order for all parties to communicate. Working

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English Only?! . . . (continued)

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for the State Department required that interpreters/translators speak at least two languages and take three assignments abroad, and the UN requires interpreters to speak at least three languages.

English is just another language, and it helps to learn other languages as a teacher. Mr. Rodgers' main goal is to help students learn languages because he can understand being a L2 learner himself. Being a polyglot and being able to have confidence working in diplomatic service is critical to the job description, and interpreters are relied upon to be able to accurately represent a language while giving presentations at the UN. He reiterated that you need several languages now more than ever, especially if the topics include business or arms deals. In addition, you need to be absolutely clear that your linguist skill and performance align and sound convincing, all while reading a prompter and simultaneously translating the words you read.

In conclusion, the methodology one chooses in language learning and/or teaching doesn't have to be solely based on one method such as the direct method. Depending on your students' needs and the ability of the instructor, other methodologies may be more useful. Mr. Rodgers has taught us that sometimes lower and higher level language students may fare better with the bilingual method because "the devil is in the details" (May, 2018).

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Introducing and Defining Peace Linguistics

By Andy Curtis

Background

In February 2016, as the 50th President of the TESOL International Association, I had the honor of giving the opening plenary talk at the Hawai'i TESOL Spring Conference at Kapi'olani Community College. While I was there, I was also invited to give the annual Alice Pack Memorial Lecture at BYU Hawai'i. After a brief but positive experience at BYU-H, I was contacted later that year, and invited to create, develop and teach a new course, Peace Linguistics (PL). Although I was happy to head back to the island of O'ahu and the town of La'ie, I assumed that someone must have taught such a course before. However, after extensive research, neither BYU-H nor I could find such a course being taught anywhere. That gave us the freedom to start with a 'blank slate' but also the challenges of not having anything already in existence for us to work from.

Some aspects of a PL course are being taught, such as courses in Peace Education and Peace Building, as well as courses in Applied Linguistics, at many universities in many countries. However, what we could not find, being taught anywhere, was a credit-bearing, university-level course on PL. Therefore, following the principle of "If there is a need for it, but it does not exist, then create it", we started working on what still appears to be the first PL course of its kind. Details of the course can be found in my paper titled, "Back from the Battlefield: Resurrecting Peace Linguistics" (Curtis, 2017a).

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Introducing and Defining Peace Linguistics . . . (continued)

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The Promise of Peace Linguistics

The promise of PL appears to have started with the British linguist David Crystal, who referred to PL as

> *an approach which emerged in the 1990s among many linguists and language teachers in which linguistic principles, methods, findings, and applications were seen as a means of promoting peace and human rights at a global level. It emphasized the value of linguistic diversity and multilingualism.* (Crystal, 1999, as cited in Gomes de Matos, 2014, p. 415)

However, as I noted in my review of PL (Curtis, 2017b): "Crystal's reference to 'many linguists and language teachers' working on PL appears not to have been the case" (p. 24). For example, I have been talking about PL with long-time and well-known professors in the field of applied linguistics for approximately 18 months (since Fall 2016, when I started preparing to teach the first PL course at BYU-H in the Winter 2017 semester), and not one of them, so far, has heard the term 'Peace Linguistics' before. The same applies to my PL discussions with language teachers. With both groups, the most common response upon hearing the term was to pull a quizzical face, then ask: "Peace Linguistics? What's that?"

The promise of PL was also highlighted by Patricia Freidrich, in her 2007 paper, "English for Peace: Toward a Framework of Peace Sociolinguistics" (pp. 72-83), in which she wrote that:

> *As of the 1990s, the world witnessed a growing concern for issues of peace and an emerging awareness of the relationship between communication and peace. As part of this new order, Peace Linguistics has branched out of Linguistics as a specialized field in Peace Studies, one that hopes to influence the ways we communicate and educate*. (2007, p. 72)

However, that hope did not appear to have materialized, perhaps because, as Freidrich herself observed: "despite its potential contribution, Peace Linguistics has not been systematized into a theoretical model" (2007, p. 72). More than a decade later, that still appears to be the case.

Defining Peace Linguistics

According to Gomes de Matos (2014) Peace Linguistics is an "interdisciplinary approach aimed at helping educational systems create conditions for the preparation of human beings as peaceful language users" (p. 415). While this is a useful starting point, it has become clear that PL needs to be more clearly defined. Going back to basics, we can start with the six commonly identified areas within Linguistics: phonetics and phonology; morphology and syntax; semantics and pragmatics. That raises the question, which I am working on now: What would a PL perspective on those six areas look like?

As part of encouraging potential students to enroll in Linguistics and Applied Linguistics programs, many universities now give clear, concise definitions and descriptions of the two fields, including the differences and similarities between the two. For example, the website for the General and Applied Linguistics Programme at the University of Waikato, in New Zealand, explains that:

> *General Linguistics is the scientific study of language in all its facets, [whereas] Applied Linguistics is concerned with the application of the insights gained from the study of language to practical problems, such as how best to teach languages, what are the issues in language policy formulation, language in communication, especially electronic communication, and so on.* (www.waikato.ac.nz)

Using the University of Waikato's description, a short, simple definition of PL could be: "Peace Linguistics is concerned with the application of the insights gained from the (scientific) study of language to practical problems, such as how to help bring about world peace". One limitation of such a definition is that it is too broad, and another is that it is too ambitious. A third may be the notion of 'scientific study'.

Although war is one of the most pressing and practical problems of our time, few of the world's leaders – especially those who sow the seeds of fear and hatred to further their own ends – appear to call on the expertise of linguists and applied linguistics. Therefore, a less concise but more detailed definition of PL could be: "Peace Linguistics is an area of Applied Linguistics, based on systematic analyses of the ways in which language is used to communicate/create conflict and to communicate/create peace. PL is interdisciplinary, drawing on fields such as Peace Studies/Peace Education and Conflict Resolution/ Transformation, bringing those together with fields such as Sociolinguistics and Critical Discourse Analysis, including Text/ Genre Analysis". The purpose of PL is to help reduce the scale and scope of conflict in our war-torn deeply damaged world, and to help bring about more peaceful communication, by applying the principles of applied linguistics to the languages of conflict and of peace.

Concluding Comments

The *TESL Reporter*, which has been published continuously, by BYU-H, for more than 50 years, will release a special issue, on Peace Linguistics, in the Fall of 2018 (for which I will be the Guest Editor). Please see the *Reporter's* website

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Introducing and Defining Peace Linguistics . . . (continued)

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(below) for more details. Also, at the end of 2018, or early 2019, the first book with the title 'Peace Linguistics' will be published, by the University of Michigan Press (for which I will be the author). Please see the publisher's website below for more details.

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TESL Reporter: https://tesol.byuh.edu/tesl_reporter

University of Michigan Press: https://www.press.umich.edu/

University of Waikato, General and Applied Linguistics Programme http://www.waikato.ac.nz/fass/about/school-of-arts/general-and-applied-linguistics

About the Author: In 2016, Dr. Andy Curtis received one of the TESOL International Association's 50-at-50 Awards, when he was voted one of the Fifty Most Influential Figures in the Field, over the last 50 years. He is based in Ontario, Canada, from where he works as an independent consultant for language education organizations worldwide. He can be contacted at: andycurtiswork@gmail.com

A First Time for Everything:

Presenting at the 2017 Hawai'i TESOL Conference

By Adam Brod

My first time attending the annual HI TESOL conference was as a presenter. I was taking a class on using corpora in English language teaching in the MATESOL Program at Hawaii Pacific University (HPU). The professor, Dr. Hanh Nguyen, recommended that we present our group projects at the HITESOL conference. Eventually, two groups put together a proposal and was accepted to present. One group examined the linguistic features of authentic movie reviews and designed teaching activities based on the findings. Our group analyzed the prejudices in writings from White Supremacists. During the course we were very excited about the tools and techniques we were learning to use, but presenting at a conference—especially this conference—required that we think more deeply about how this technology could be applied in an actual classroom.

My classmates and I arrived just in time for the start of the keynote address by Professor Richard Day, whose work on extensive reading and the online journal *Reading in a Foreign Language* I had learned about in my first semester at HPU. Considering the title of the conference, "The Past, Present and Future of TESOL," Dr. Day helped us see the past, beginning with the origin of written language in ancient Samaria. Moving through the centuries up to the present, he reminded us that people have always learned to read by enjoying what they are reading yet teachers find it difficult to give up control over what and how their students read. Dr. Day's key-note address was refreshing and revelatory for several reasons, but what was most satisfying to me was his focus on reading as a real-life activity and the

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individual learning processes of students.

As for the other presentations, most of the talks I attended or heard about incorporated elements of a hands-on workshop. Liying Cheng, the presenter of "Do No Harm: Developing Quality Assessment for Student Growth," directly told attendees that she was going to make us work because we learn by doing. The title of her presentation, which alludes to the Hippocratic Oath medical doctors have to take in order to practice medicine is also an apt reminder of how our teaching practices and assessments may have serious consequences for our students. The emphasis of her presentation was not on techniques and methods for better assessment, although this was a part of it, but rather on why we have to assess and teach well and how it may impact our students.

Lastly, to say a few words on the poster session and the jubilant spirit of this year's conference, I felt many of the posters were concerned with professional development rather than with teaching practices. One poster about steps for getting published in an academic journal was quite informative. There were posters showing the results of studies conducted by TESOL and SLS students on the role of music and faith in English teaching. I had the chance to talk with Gordon Beteson, a community college instructor teaching in Japan. His poster was about learning outside the classroom though projects, field studies and video recording. I also learned about a relationship between HPU and TESOL Ukraine. All day long, I was made aware of the great number of possibilities available to someone studying TESOL in Hawaiʻi.

The HITESOL conference was a wonderful reunion of people, past, present and future, studying and working in TESOL both in and outside of Hawaiʻi.

About the Author: Adam Brod lived in Kagawa-Japan, with his wife and two young children. He has taught English there for the past eight years. January of last year, they moved to Hawaiʻi, so he could study TESOL as an MA candidate at Hawaiʻi Pacific University. He is originally from Boise-Idaho. He has also lived in Granada-Spain, St. Augustine-Florida, Plymouth-Massachusetts and the San Juan Islands in North Western Washington. He is interested in how translation might facilitate intercultural competence and development of pragmatics in language acquisition.

Adopting and Adapting from Research for an ESL Writing Class

By Kristen Urada

As a relatively novice teacher and researcher, as well as a graduate student, I am eager to adopt and adapt teaching methodologies from primary research or teaching articles. This past semester, I took a graduate course on responding to writing in which we covered various corrective feedback methods and issues related to the topic. While taking this course, I was also teaching a high-beginner to low-intermediate English as a second language writing class for eight weeks, and the textbook used was Alice Oshima and Ann Hogue's *Longman's Academic Writing Series 3*. Therefore, I decided to implement what had been covered from the response to writing course.

The journal article that I adapted to my class was a teaching article by Elena Shvidko (2015), which described a "Letter to the Reviewer" revision process. In Shvidko's (2015) "Letter to the Reviewer" process, students write a letter to their reviewer explaining their strengths and weaknesses as well as specific points in their writing that they would like help with. The list of questions that Shvidko (2015) had her students work on were for an advanced writing course. However, seeing that my students were of a lower level than hers, I adapted the questions so that the language was easier and there were only four to seven questions. Although the goal of doing the letter is to ask for help on specific areas in a paper, it does take students a while to realize what they need help with and then to be able to explain it in their second language, especially if it is their first time doing such an activity. Due to time constraints, the "Letter to the Reviewer" was not done again. Instead, face-to-face conferences among students and between teacher and student were done.

What I would like to encourage other language teachers to do is to read primary literature, whether it be journal articles or teaching articles and either adapt or adopt the teaching methodology in class. However, we should not only use it, but also write about our experiences using that methodology because practice informs theory and vice versa. The *Journal of Response to Writing* is an open source journal that

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is free to access and has journal articles and teaching articles on methods and issues related to responding to writing. For teachers who are teaching writing, I encourage you to read articles from this journal and contribute to the dialogue in response to writing as well.

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About the Author: Kristen Urada earned her Bachelor of Arts degrees in Japanese, Biology, and Second Language Studies from the University of Hawai'i at Mānoa (UHM) and is currently working towards her Master of Arts degree in Second Language Studies at UHM. Kristen's research interest includes language education, second language acquisition, and research syntheses. She has also been teaching English as a second language in Hawai'i since 2016. You are welcome to contact her at kurada@hawaii.edu.

What Do Teachers Teach in EIL Classrooms?

By Kiriko Shimaji

Introduction

The idea of English as an International Language (EIL) recognizes the roles of English in today's globalized world and emphasizes the importance of raising English learners' awareness as global citizens (Matsuda, 2003). While I am interested in EIL, what is it exactly in terms of teaching? What can I, as an English teacher, do to promote EIL in the classroom? I started reviewing literature in order to answer these questions and to deepen my understanding of EIL.

In this article, I will first clarify what EIL is and is not. Then, I will discuss essential components of EIL and suggest some practical suggestions to achieving an EIL classroom.

What an EIL Classroom Is and Is Not

An important note is that the purpose of an EIL classroom is not to reject students' ideas nor to impose the concept of EIL. Taylor (2006) stated that those who prefer native-like English are definitely not in the minority and warned that we should not regard non-native-like students as "unenlightened" since students' and teachers' attitudes towards English varieties reflect complex factors that are historical, political, and sociocultural.

An EIL classroom aims to prepare students for international communication; therefore, teachers should not ignore or override students' attitudes towards specific varieties of English nor should the teacher encourage students to be satisfied with a local variety of English (Saeki, 2015; Taylor, 2006). I strongly agree with this opinion and believe that one purpose of an EIL classroom is to teach "the fact," which is the reality of English usage in today's globalized world. If we continue to regard any specific varieties of English as "standard" or "preferable," it is no longer the fact but "a thought." However, it is also a fact that students' attitudes towards English are influenced by factors that are beyond their control; therefore, teachers should carefully take note holistically of students' preferences. We should not deny students' attitudes nor blindly embrace a specific variety of English, but we should teach students what they are surrounded by, what they might encounter, and what they should know in order to successfully engage in international communication.

Essential Components of EIL

One of the important steps to a deeper understanding of EIL is to re-evaluate what communicative competence means. Matsuda (2012) stated that new norms for localized English has emerged since English has spread worldwide. Therefore, communicative competence should no longer be defined based solely on the native norms.

Canagarajah (2006) added to the discussion by stating that communicative competence should take into account language

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What Do Teachers Teach . . . (continued)

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awareness, sociolinguistic sensitivity, and negotiation skills in order to prepare learners for EIL settings. Canagarajah (2006) claimed that leaners have to be aware of multiple English varieties and know that certain sounds and grammatical structures that are considered as the norm in mainstream English might not be considered as the norm in multilingual contexts, and that one may even intentionally deviate from the norms to facilitate communication depending on the context.

Another interesting idea is EIL sensitivity proposed by Saeki (2015). He defined EIL sensitivity as "an integral element in international communication, referring to the degree to which individuals appropriate the ownership of English, manipulating English depending on various contextual circumstances across different varieties of English and cultures" (Saeki, 2015, p. 55). He further explained that the two major elements of EIL sensitivity are ownership of English and "critical communicative competence that goes far beyond the traditional notion of competence based on the native norms" (Saeki, 2015, p. 55). I agree with Saeki (2015) that language ownership should be one element of EIL sensitivity. I believe that the first step to achieving an EIL classroom is to have students realize that they themselves are EIL users who have English language ownership. Then students should raise their awareness of different varieties of English and be sensitive to their usage, and eventually be able to flexibly manipulate one's English according to the contexts and communicative needs.

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Practical Suggestions

After reviewing literature, three key components to achieving an EIL classroom have emerged: reevaluating communicative competence, raising awareness of varieties of English, and explicit teaching of EIL knowledge. As I discussed earlier, communicative competence is no longer based on the native norm; therefore, students must be sensitive to cultural differences and different norms in each situation. Students are expected to use sensitivity with different norms in multilinguistic contexts and negotiate English with interlocutors. At the same time, since students might face situations where they need to use their own norms due to a lack of knowledge of the local pragmatic use of language or non-verbal cues, students must be aware of their own cultures as well. For this purpose, comparing and contrasting two different cultures and discussing the findings in the classroom might be a good activity for learning the norms and language use in various contexts and also to reflect on one's own norms.

Another important element is exposure to different varieties of English to raise awareness of the existence of such varieties. In my opinion, an ideal way to achieve this is to engage in personal communication with other EIL users, who use different varieties of English. Interacting with people will leave an emotional impact, and it is also an authentic practice of negotiation and speaking skills in an EIL setting.

However, there might be limited exposure to varieties of English in the classroom. Students' personal communication with other EIL users outside classroom may also be limited. Both of these are beyond the teacher's control. Some potentially useful materials are online videos such as YouTube videos and TED talks since we can easily find different varieties of English used there. For example, a teacher can select a video of an EIL user's speech

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and have students watch it, then discuss who the audience is, what the purpose of the speech is, and how English is used. Teachers may direct students' attention to non-verbal communication strategies and techniques used by the speaker as well to discuss how they are useful or not useful in various EIL communication settings.

Lastly, explicit teaching of EIL knowledge is straightforward but helpful (Matsuda, 2012; Saeki, 2015). For example, showing statistical data of English users around the world might be a good warm-up to raise students' awareness of how widely English is used. Then, brainstorming how English is used among EIL users all over the world might lead to a good discussion of the reality of English in today's globalized world. Teachers can also directly mention language ownership and have student reflect on their variation of English.

Conclusion

EIL reflects English usage in today's globalized world and prepares students for international communication that they are or will be encountering in the future. In order to achieve an EIL classroom, reevaluation on communicative competence, increasing exposure to varieties of English, and explicitly teaching EIL knowledge may be keys. Through learning in an EIL classroom, students may attain skills to perform EIL sensitivity and become a proficient EIL users.

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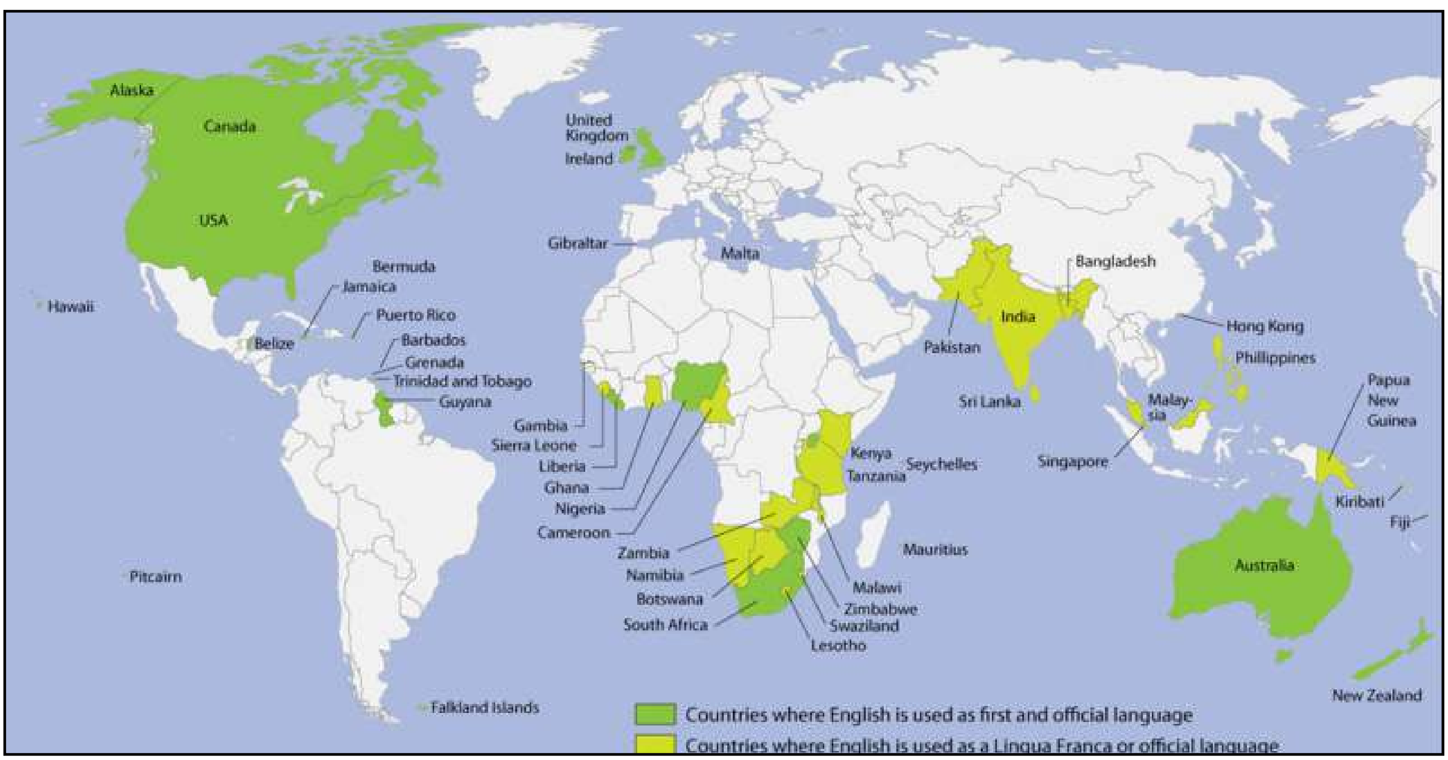
About the Author: Kiriko Shimaji holds an MA degree in Second Language Studies and is an English teacher in the international program at the Outreach College at University of Hawai'i at Mānoa.



Free Online English Reading Material

By Raquel Reinagel

Looking for free online English reading material but too busy to spend the hours it takes to find appropriate sources? Look no further! This table provides nine websites that host original and adapted English graded readers. The language level grading criteria varies from website to website, but a quick click through can quickly reveal the language level of the stories. Now you can spend less time looking for materials and more time planning how to make the most of your materials!

English Language Free Graded Reader Websites

Website Name	Language Level Range*	Original/Adapted
All Eyes and Ears	4th grade (appropriate for advanced)	Original
English E-Books	Elementary-Advanced	Adapted
ER Central	1-20	Original
eslfast.com	1-6	Original
gradedreading.com	1-8, 9	Original
Lit2Go	Kindergarten- 12th	Adapted
Paul Nation's Webpage	Mid-range	Original/adapted
readlistenlearn.net	1-5	Original/adapted
Teaching English Blog	Elementary-Intermediate	Original

*Language level range is as reported on the websites. These reported levels do not necessarily equal one another

About the Author: Raquel Reinagel is a recent MA graduate from the Department of Second Language Studies at the University of Hawaiʻi at Mānoa. Her master's degree project was developing graded readers and a podcast for extensive reading and extensive listening.

Image retrieved from olson.mpls.k12.mn.us

Hawai‘i TESOL
2018 Conference

The 2018 Conference held at Hawai‘i Tokai International College on February 17th was a great success. Over a 150 people registered. There were more than 25 classroom presentations and nearly 20 poster presentations.

Thanks to **Nancy Tarawhite** for planning the conference and **Samantha Hume** for helping facilitate it at Tokai. A big MAHALO also goes out to all who presented and/or participated. A special thanks is extended to **Dr. Richard Day**, who was an engaging and informative plenary speaker.

It's never too early to start planning your presentation for next year.

Announcements: New Opportunity for HITESOL Members

Announcing a new benefit opportunity for Hawai‘i TESOL members!

Maintained by the Department of Second Language Studies at UH Mānoa, the ESL Job List is the largest list-serve of its kind in Hawai‘i, listing current job opportunities for ESL professionals locally, nationally, and abroad.

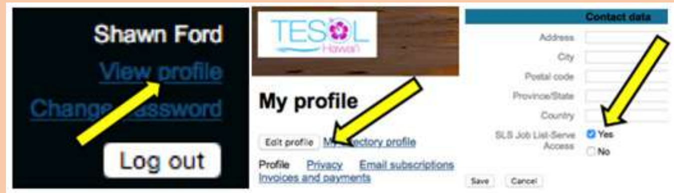
Hawai‘i TESOL members can now opt-in to receive job announcements through the list-serve. When you renew your membership, this opt-in will be the final option on the form. If you have already renewed your membership and want to opt-in, follow these steps:

Log in to your Hawai‘i TESOL account.

Select the “View profile” link on the bottom left below your name.

Click the “Edit profile” button just below the Hawai‘i TESOL logo near the top of the page.

Check the “Yes” box next to “ESL Job List-Serve Access” at the bottom of your profile.



Give up to 4 weeks to begin receiving list announcements, as we update the Hawai‘i TESOL opt-in list with the ESL Job List administrator monthly.

If you want to opt-out at any time, you must complete two steps: 1. Follow the directions at the bottom of each job announcement to unsubscribe from the list., and 2. Follow the opt-in steps above but check the “No” box instead.

For employers who would like to post jobs to the ESL jobs list please use the link below.

http://www.hawaii.edu/sls/graduate/employment/

Up Coming Events

May: Language Experience: (Target Language: Portuguese)
Date: May 24, 2018
Location: University of Hawai‘i, Mānoa
Moore Hall Room 423
or Online

September: Annual Social

November: Practical Workshop